DOCUMENT RESUME

ED 295 702 JC 880 270

AUTHOR Deutsch, Lucille
TITLE Word Processing: A Motivational Force in Developmental English. A Comparison of Two Developmental English Classes.
PUB DATE Mar 88
NOTE 47p.; Paper presented at the Annual Conference of the National Association for Developmental Education (12th, Orlando, FL, March 10-12, 1988). Attached material contains small print.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Achievement Gains; Community Colleges; Comparative Analysis; *Computer Assisted Instruction; *Remedial Instruction; Student Attitudes; Two Year Colleges; *Word Processing; Writing Apprehension; *Writing Improvement; *Writing Instruction; *Writing Laboratories; Writing Skills
IDENTIFIERS *Rio Grande College OH

ABSTRACT

More than half of the entering freshmen at Rio Grande College in Ohio are required to take developmental English. In addition to having grammar, reading, and writing difficulties to overcome, most of these students have negative attitudes toward writing. In an effort to improve students' writing skills and attitudes, word processing instruction was integrated into a developmental English course. To assess the effects of word processing, two class sections, using the same syllabus and taught by the same professor, were compared in terms of attitude change, class and lab attendance, comments, quality of final papers, grades, and English usage. The experimental class spent 2 of the 3 hours of required lab time on the word processor and just 1 hour doing supplemental reading work, while the control class spent the entire lab time doing the supplemental reading. Study findings included the following: (1) the experimental class had a more positive attitude toward the course, expressing interest and enthusiasm for the word processor from the beginning; however, pre- and post-test scores on the attitude survey showed no significant differences between the two classes; (2) of the control group (N=15), six students officially withdrew and another 3 stopped coming to class, while 11 of the 12 students completed the experimental course; (3) class absences were higher among the experimental class than the control class; (4) the experimental class had a slightly higher mean score on their final papers than the control class; and (5) both classes made significant gains in English grammar and usage improvement, with the control group making greater gains. A course outline, the student survey, instruction sheets for using the word processor, writing assignments, and detailed study findings are attached. (MDB)

ED295702

WORD PROCESSING, A MOTIVATIONAL FORCE IN DEVELOPMENTAL ENGLISH

A Comparison of Two Developmental English Classes

Lucille Deutsch, Ph.D.
Associate Professor of English
Director, Learning Center
Rio Grande College
Rio Grande, Ohio 45674

March, 1988 NADE Conference

JC 880 270

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Deutsch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Rio Grande is a small open-admission college of about 1,700 students. More than half of our entering freshmen are required to take developmental English. But besides having grammar, reading and writing difficulties to overcome, most of these developmental students are additionally handicapped by a negative attitude toward writing--an attitude that has been developed and reinforced by low grades and poor performances in previous classrooms. Surveys done at the beginning of my classes indicate that most of the students do not like to write and have difficulty in doing so. Yet, according to Mina Shaughnessy, author of Errors and Expectations, it is the students' desire to do something, not the obligation to do so, which generates learning energies. So it was in an effort to stir students' interest that I decided to integrate word processing into the developmental English course.

Although there has been an increased use of word processing in English classrooms during the last year and a half, when I was planning my research, I found that very few small North Central area colleges were using computer assisted instruction for English. According to responses to my queries, the few who were using computers were using them mainly for grammar drills. I wanted my study to focus on actual paper writing. Beginning on a small scale, a comparison study of two class sections was planned.

Our developmental English course carries four-credits, is competency-based and individualized and emphasizes reading, English usage, and writing, with focus on the paragraph. Three hours of classroom instruction and three weekly hours of lab work are required.

It was in the Lab portion of the course that the classes differed. The experimental class (Section A) spent two of the three hours of required lab time in the Computer Lab writing on the word processor and just one hour in the Learning Center doing supplemental work while the control class (Section B) spent the entire three-hour of required lab time in the Learning Center doing English and reading supplemental work. Otherwise the classes were the same. They used the same syllabus, did the same writing assignments, and I taught both class sections.

The Coordinator of the Computer Science Program and I decided on PFS: Write as the software to be used. We also interviewed and selected three students from the Computer Science Program whom we trained as aides to work with the developmental English students in the Computer Lab.

The Reading Specialist of the Learning Center staff and I decided that the experimental class would spend the one-hour of Learning Center lab doing supplemental reading work only. (We reasoned that in writing on the word processor the experimental group got practice in usage and mechanics.

The three questions considered in doing the research were,

1. Would students in the experimental class (Group A) have a more positive attitude about writing than those in the control class (Group B)?
2. Would students in the experimental class (A) do more and better writing than those in the control class (B)?
3. Would students in the experimental class (A) show greater improvement in a comparison of reading and English usage pre- and post- test scores than those in the control class (B)?

The measures used were the following:

For attitude change,

(a). A pre- and post- attitude survey

(b). Class attendance

(c). Lab attendance

(d). Comments of students
(informal oral ones and written ones)

For writing,

(a). Students' final papers
(Bearing numbers instead of names and scored holistically by two other English faculty)

(b). Grades for weekly papers

(c). Amount of revising and editing

(d). Length of papers

For Reading and English usage,

(a). Pre- and post- test scores
(Gates-MacGinitie, Level F, Forms 1 and 2)

(b). Deutsch English Usage (Developed in-house)
(Initial and alternate versions)

When the project began, 12 students were registered for the experimental class (A) and fifteen were registered for the control class (B). During the first week of class, I gave pre-tests, had writing samples done, gathered background information, and had attitude survey sheets filled out. No lab hours were scheduled until the second week. This allowed time for the Reading Specialist and me to interpret tests and prepare the individualized lab programs and for lab aides to make up individual Learning Center folders for students. Students in the experimental class also had additional folders made up for the Computer Lab. Each contained an attendance sheet, a personal diskette, and three information sheets: "Word Processing with PFS: Write on Apple IIe," "PFS: Write Quick Reference Guide," and "Handling Micro Computer Diskettes," (The Manuals for the PFS: Write Program were available. The aides used them, but students who didn't read well anyway, relied mostly on the handouts and asked the aides for help when they needed additional information.) Since the Computer Lab was available to my students at only certain times (8 hours per week), there was some difficulty matching students' available time and aides' time with those designated hours. We resolved the problem by the Reading Specialist and my filling in a couple of hours for lab aides.

None of the students had had any prior experience using the computer, so the initial lab session consisted of becoming familiar with the Apple IIe computer and learning the PFS: Write

program. Fortunately, nine of the twelve students already knew the keyboard. By the second lab session, the students were ready to begin giving attention to papers being written for class.

I planned the writing assignments around their own experiences and observations, beginning with narration, then moving to description and finally to exposition. I gave a writing assignment each Friday. Students were to bring in a few rough notes and ideas for the paper on Monday. They then had until Friday to do an initial draft, revise, edit, and make the final copy to hand in. (I asked that all pre-writing and drafts be handed in.) We usually spent part of the Wednesday class session (for both classes) working with rough drafts. Students often worked in pairs, reading each other's papers and making suggestions for improvement. Sometimes they consulted me. A few of the students didn't need two hours of computer lab time to spend on their papers, so I made up some sentence-combining and paragraph-organizing exercises that the lab aides transferred to the students personal diskettes. When all the work on an assigned paper was done, students used the additional lab time doing the exercises.

The lab work for both class sections was finished during the next to last (tenth) week of the quarter. The last week was used for in-class writing of the final paper, post-testing, and completing the post-attitude surveys. The experimental class also wrote evaluations of their Computer Lab experience.

No names were written on students' final essays; instead, each student in both groups clipped a slip of paper bearing his or her name to the essay. I mixed together the final essays from both class sections and designated a number for each name. A number was marked on each essay and a record of numbers and matching names was filed away for future use.

These final papers, a copy of the writing assignment, a sheet for recording grades and a course outline were given to an English professor for scoring. Papers were evaluated holistically using a six-point scale. When the first reader returned the papers with his grades, the students' papers with accompanying materials and a clean sheet for recording grades were given to a second professor. The two sets of scores were averaged together to get a final score for each essay. Scores for the numbered essays were then matched to the students names.

One experimental class student has an extreme learning disability. His writing is illegible and most of his papers were generated in one-to-one sessions with me or with a tutor during which he was asked questions to which he wrote replies. Afterwards he could usually write a topic sentence incorporating his material. This student did not do the final in-class writing assignment.

As to the results of the study, certainly the experimental class had a much more positive attitude toward the course. From the beginning, enthusiasm and interest in using the word processor was obvious from the students' comments.

A few samples of their early remarks--

"This lab is going to be the most interesting part of the course."

And a girl who began the course twice before and withdrew said "I know word processing will hold my interest in finishing the course."

Another student who didn't reach the required competencies the quarter before said, "I know I didn't try much last time, but I'm anxious to learn how to use the computer, and I'm going to do just as well as I can in this class."

Even a student I previously taught and who shared a dorm room with a student in the experimental class stopped by my office early in the quarter to say.

"Julie said you're using computers in the composition course. Why didn't you use them for our class?"

This kind of enthusiasm continued--some of the final written comments were these:

"The word processor saves time because you can insert whole paragraphs and make corrections easily."

"In writing on the computer, I found many mistakes that I didn't find when I read hand-written papers."

"The computer lab should be continued."

"My papers are a lot neater."

"The computer lab was great; it helped save time on our writings."

"I liked the computer lab."

"This is one part of technology, which, at first, I had no interest in. However, as the time spent using it increased, so did my interest. I believe that computers should remain as part of English 104."

"I think adding a word-processing lab was a good idea."

"I'm glad I had a chance to work with computers. I suggest they be used in future English classes."

"English 104 is a good class, but without a computer lab and reading lab, it would be very difficult."

"I liked computer lab a lot. Reading lab should be shortened and extra time should be spent on the computer."

A comparison of the pre- and post- attitude sheets, although showing a more favorable attitude toward writing by both sections, indicated no significant difference in the responses of the two classes. But the positive attitude for the experimental class (A) was further borne out by the fact that of the twelve students registered for the class, one officially withdrew without ever attending a class, but the eleven remaining students continued throughout the course.

This was not the case for the control group (B). Of the fifteen students initially registered, one officially withdrew without ever attending class; five others officially withdrew shortly after mid-quarter; three others stopped coming to class about mid-quarter (but did not withdraw), leaving just six students who remained throughout the course.

Yet, class absences were actually higher in the experimental class (A) than in the control class (B). This is a little

misleading, however. Two students were responsible for most of the absences--one was the handicapped student mentioned before; he just seemed unable to keep time commitments. The other was a student who had to travel a long way over unpaved roads. Bad weather and home responsibilities caused much of her absences.

In the control class (B), only statistics for the six remaining students were considered. Absences accumulated by others who did not complete the course are not shown in the final figures.

Lab attendance, too, was uneven for students in the experimental group (A). The two students previously mentioned--the handicapped student and the commuter--missed more lab than the other. Four of the eleven experimental students did fewer than the required twenty-two hours, but five of the eleven did more hours than required--the highest total being twenty-six and a half hours.

All six students in the control class (B) did the required lab hours, with three doing more than was required. (It was thought that perhaps the six persisting students in the control class (B) might actually be better students than the nine who dropped out, but a comparison of pre-test scores indicated that was not the case.)

As to the final papers, the experimental class (A) had a slightly higher mean score than the control class (B). In analyzing the weekly writing assignments, the experimental class (A) did more revising and editing than the other class (B),

Yet the edited final drafts of the experimental group students were shorter than those written by students in the control class (B). But as mentioned before, the handicapped student in the experimental group (A) wrote extremely short papers, as did the two students who had to learn the keyboard. The short papers of these three students caused the word-count mean for the experimental class to be lower. Reading test pre- and post- score comparisons showed little difference in the two groups. Both class sections showed gains in vocabulary and comprehension, but no statistical significance was achieved. (Both class sections worked on reading skills in the Learning Center.)

But as to English grammar and usage improvement, a comparison of pre- and post- test scores showed that both classes made significant gains, but improvement was more highly significant in the control class (B). It should be noted that the experimental class (A) did no English drill or practice in the Learning Center. Their grammar/usage practice was incorporated into writing on the word processor.

Even though it cannot be claimed that students in the experimental class (A) those using the word processor--wrote better and longer papers and were better readers--it does seem convincing that the attitude toward writing and the class was much more positive than that of the control class (B).

I used word processing again in one of my classes in the spring, but I had the students also do both reading and

grammar practice in the Learning Center. These students were equally enthusiastic about using the word processor.

Our Learning Center will be moving into a new building next year. We will have a larger area and it will be equipped with several computers, permitting further expansion of word processor use. I am convinced that word-processing is a motivational and worthwhile supplement to developmental English classroom work.

WORD PROCESSING, A MOTIVATIONAL FORCE IN DEVELOPMENTAL ENGLISH

A Comparison of Two Developmental English Classes

Lucille Deutsch, Ph.D.
Associate Professor of English
Director, Learning Center
Rio Grande College
Rio Grande, Ohio 45674

March, 1988 NADE Conference

More than half the entering freshmen at Rio Grande College are required to take developmental English. However, surveys done at the beginning of developmental English classes indicate that most of the students do not like to write and have great difficulty in doing so. Yet, according to Mina Shaughnessy, author of Errors and Expectations, wanting to do something is what generates learning.

In an effort to stir students' interest and, hopefully, have them write better papers, word processing was integrated into a section of developmental English. The class was compared with another class not using word processing. The competency-based course requires three hours of class work and three hours of individualized lab work. Students in the two class sections used the same syllabus, did the same writing assignments, and were taught by the same professor. The difference was that the experimental class spent two of the required lab hours writing on the word processor while the control class did the usual supplemental lab work.

The students were enthusiastic about word processor use, and all except one of the experimental class students completed the course. In the control class, there was 60% attrition. Although little difference was noted in the writing quality of the two classes, the motivational effect of word processor use makes it a valuable supplement to developmental English. Its use is being expanded at Rio Grande.

(Funding for this research was provided by the Council of North Central Community Junior Colleges.)

COURSE OUTLINE

English 104
Composition/Communication Skills
Section 341, 135 8:30-9:20
Section 342, 135 11:30-12:20

Winter Quarter
Prof.: Dr. Lucille Deutsch
Room: Ann 224
SB 102

I. CATALOGUE DESCRIPTION:

A competency based, individualized course requiring three hours of class work and three hours of lab work. Fundamental skills of English grammar and usage, reading, and writing, with focus on the sentence and on the paragraph.

II. OBJECTIVES:

A. Construct interesting and lively paragraphs with an appropriate topic sentence, adequate development by examples or illustrations, and a concluding statement.
B. Identify phrases and clauses, and from them construct varied sentence patterns of subordination and coordination.
C. Identify and use the different parts of speech correctly in sentences.
D. Punctuate sentences correctly.
E. Improve reading techniques as needed.

III. TEXTS:

Reinking, Hart & Hart's Improving College Writing.
Webster's New World Dictionary, second college edition.
(or other good dictionary)

IV. REQUIREMENTS:

A. Take diagnostic tests (pre-tests) in English Expression and reading and do writing sample at the beginning of the term.
B. Write eight papers (approximately) as assigned.
C. Do other in-class writing assignments, exercises, journal writing and homework assignments.
D. Attend class regularly. (Students who miss more than three class periods without a serious excuse may not be able to complete the course).
E. Spend three hours in the Learning Center weekly doing the supplemental lab work prescribed. This is for fulfilling the personalized program planned for you. (Lab hours will not be necessary during the first nor last week of the course).
F. Pass the final examinations (post-tests) in English Expression, (80% or higher) reading, (10th grade level or above) and writing (a grade of C or better).

V. CLASS FORMAT:

Some lecture, some discussion, occasional filmstrips, considerable in-class writing, journal writing, and examination of models (many of which will be student written). Unless otherwise announced, the attached assignment schedule will be followed.

VI. OFFICE HOURS:

My office is in Anniversary 112 (in the Learning Center). Except when I am in class, I am in my office most of the time between 8:00 A.M. and 4:30 P.M., Monday through Friday.

VII. GRADING:

Major papers: A, B, C, D, or F

Quizzes: By percent correct

Exercises: ✓+ (good) ✓ (satisfactory) ✓- (unsatisfactory)

Criteria used in Paper Grading

1. Adherence to assignment
2. Interest and originality
3. Full development
4. Logical organization
5. Grammatical and mechanical correctness

FINAL GRADING:

Grading will be based on the quality of the work produced and the degree to which students meet course objectives and requirements.

A.	(93-100)	Indicates excellence in writing, active participation in class work, and completion of all requirements.
B.	(85-92)	Indicates good writing, class participation, and completion of all requirements.
C.	(78-84)	Indicates writing with some difficulties remaining, class participation, and completion of requirements.
NG.		Indicates writing with serious difficulties remaining and/or inability to meet course competencies, despite completion of requirements. Course must be continued.
F.		Indicates little work, irregular attendance, and failure to meet the requirements.

PERCENTAGES USED IN CALCULATING FINAL GRADES

40% papers

20% quizzes/homework

15% class participation/journals

25% lab work

and

with passing levels on the post-tests.

Name _____ SURVEY English 104
Date _____ Prof: L. Deutsch

1. Name a strength you have in writing. What can you already do well?

2. What aspect of writing is hardest for you (finding ideas, structuring paragraphs, making good sentences, making word choices, revising, other)?

3. How far in advance do you usually begin a writing assignment?

4. Do you usually revise your papers?

5. If so, do you revise as you write? _____
Or do the whole paper and revise it? _____

6. If you revise, do you do so to (1) clarify ideas (2) develop ideas more completely (3) make your paper grammatically and mechanically correct (4) make your paper neat (5) other. (circle numbers which apply)

1 2 3 4 5

7. Has your writing in the past been generally effective in accomplishing your intended purpose. (rate from 1 to 5)

Not at all effective 1 2 3 4 5 Very effective

8. Do you think writing will be important in your professional life after college? (rate from 1 to 5)

Not important 1 2 3 4 5 Very important

How do you feel about writing? Please circle number in each line.

Dislike	1 2 3 4 5	Like
Uninteresting	1 2 3 4 5	Interesting
Unchallenging	1 2 3 4 5	Challenging
Dull	1 2 3 4 5	Exciting
Worthless	1 2 3 4 5	Valuable
Unpleasant	1 2 3 4 5	Pleasant
Frustrating	1 2 3 4 5	Satisfying
Agitating	1 2 3 4 5	Relaxing
Causing embarassment	1 2 3 4 5	Causing pride
Difficult	1 2 3 4 5	Easy

English Lab Work Chart

Quarter _____ Name _____

		Date Comp.
Confused Word Pairs ... 36,37,38,39,41,45,46,47	Grassroots, pp. 205-227 Spelling Demons The Writing Clinic, pp. 197-201	
Paragraphs Planning/Limiting ...	Grassroots, Ch. I, Ch. II A Basis for Composition Unit 4, pp. 294-307 Steps to Better Writing 1,2,&3	
Topic Sentences ...	Writer's Workshop, Unit 4 A Basis for Composition, p. 23	
Development ...	Writer's Workshop, Unit 5 Steps to Better Writing, 4	
Unity/Organization ...	Writer's Workshop, Unit 6 Educulture, Module 1,2, & 3	
Revision/Correcting ...	Steps to Better Writing, 5 A Basis for Composition Unit 16, pp. 338-348	
Phrases and Clauses ...	Filmstrips: All About Phrases All About Clauses Didactor: Preps., Obj., & Phrases Eng. 3200, L. 7,21,22,23,24 (phrases) Eng. 3200, Unit 3 Educulture, Modules 3 & 4 A Curse on Confusion, Module 7 A Basis for Comp. pp. 147-156	
Punctuation Colon ... (53), (58), (60)	Punctuation, Ch. 5 Eng. Fundamentals, L. 20	
Comma ... 52,(53),55,56,57,(58),(60)	Eng. 2600, Unit 11 Grassroots, Ch. 22, pp. 188-195 Punctuation, Ch. 3	
Semicolon ... 51, 54, 59	Eng. 3200, L. 82 Grassroots, Ch. 13, pp. 122-124 Punctuation, Ch. 4	
Parts of Speech Adjectives - Adverbs ... 9,10,27,28,30,48,49,50	Rel. of Patterns, Unit 9 A Basis for Composition Unit 12, pp. 249-266 Didactor, Adj. & Adv. Educulture, Module 9 Eng. 2600, Unit 8 Eng. 3200, Unit 10	
Articles ... 8,23,25,31	Deutsch Module Eng. 2600, L. 59	
Double Negatives ... 1,24,26,33	Eng. 2600, L. 58	
Nouns Plurals/Posses/Apost ... 61,62,63,64,65,66	Eng. 2600, L. 79, 80,& 81 Eng. 3200, L. 85, 86 Didactor, Apostrophes I & II Rel. of Patterns Unit 1(plurals) Unit 2 (posses)	
Preps/Conjuntions ...	Didactor, Connectors Grassroots, Units 11,17,&14 Eng. 2600, L. 20(p) Didactor, Prep.Obj. & Phrases Eng. 3200, L. 7 (p.ph.)	

BEST COPY AVAILABLE

English Lab Work Chart

		Date Comp.
Pronouns ...	Eng. 3200, Unit 11 Rel. of Patterns, Unit 3	
Case ... 13,14,17,22,	Eng. 3200, L. 69, 70, 71 Didactor, Personal Pronouns Educulture, Module 10 Eng. 2600, L. 61, 62, 63, 64	
Number (Indef) ... (3),(16),19,20,21	Eng. 3200, L. 16, 20, 73, 74	
Faulty Reference ... 87,92,94,95	Grassroots, Ch. 19, pp. 131-171 Educulture, Mod. 11 Eng. 3200, L. 47 & 48	
Use of who/whom ... 15,18,35	Grassroots, Ch. 15, pp. 131-135 Eng. 3200, L. 16 & 20 A Curse on Confusion, Mod. 8	
Verbs		
Agreement with Subject ... 2,(3),4,5,7,(16),34	Eng. 2600, Unit 7 Eng. 3200, Unit 8 Grassroots, Ch. 6, pp. 34-43	
Perfect tenses ... (helping verbs/participles) 6,11,12,(29),44	Eng. 3200, Unit 9 Grassroots, Ch. 7, 8, & 9 Rel. of Patterns, Unit 5 & 7	
Irregular ... (29),32,40,42,43	Eng. 2600, L. 41 & 42 Eng. 3200, L. 60 Rel. of Patterns, Unit 6	
Verbals ...	Filmstrips: All About Clauses All About Phrases Eng. 3200, L. 21,22,23,24 Grassroots, pp. 91-93	
Sentences		
Fragments ... 71,73,77,81,84	Eng. 2600, Unit 5	
Run-ons-Comma Splices ... 88,90,91,98	Eng. 3200, Unit 6 Grassroots, pp. 21-27	
Modification ... 86,89,96,100	Eng. 3200, L. 41, 42 & 43 Film, Writing Sentences II	
Parallel Structure ... 85,93,97,99	Eng. 3200, L. 44 & 45	
Simple Sentences ... 68,72,80,82	The Writer's Workshop, Unit 1	
Subjects/Predicates ...	Eng. 2600, Unit 1 A Basis for Composition, pp. 27-29	
Basic Patterns ...	Film, What's In A Sentence, I & II A Basis for Composition, pp. 113-128 Eng. 3200, Unit 1 Didactor, pred. adj./noun/io Educulture, Mod. 1	
Types		
Complex ... 67,69,75,76	Educulture, Module 4 Eng. 3200, Unit 3 The Writer's Workshop, Unit 1	
Compound ... 70,74,78,79,83	Didactor, Combining Sentences & the Conjunction Educulture, Module 3 Eng. 3200, Unit 2 The Writer's Workshop, Unit 2	

READING PRESCRIPTION

NAME _____ QUARTER _____

_____ VOCABULARY

____ Comprehension Skill Series: Understanding Vocabulary. Listen to cassette or read pages 9-26. Then do Practice Exercises 1-5. Check your work with answer key found on page 61.

Date _____ Number Correct ____/20____

____ Creative Visual filmstrip and cassette: Reading Lecture: Word Analysis, Part 2. View filmstrip.

Date _____

____ Chapter 3 from Breaking Through book: Vocabulary. Read chapter and complete the first 10 only, of each exercise. Check your work with answer key.

Date _____ Number Correct:

Exercise IA		/10
Exercise IIA		/10
Exercise III	Prefixes	/10
	Suffixes	/10
	Roots	/10
Exercise IVA		/10
Exercise VA		/10
Exercise VI		/10

____ The Reading Program, Book B, Vocabulary. Read chapters and complete the exercises. Check your work with answer key in back of book.

Date _____	Number Correct, Lesson 1	/35
Date _____	Number Correct, Lesson 2	/56
Date _____	Number Correct, Lesson 3	/73
Date _____	Number Correct, Lesson 4	/57
Date _____	Number Correct, Lesson 5	/10

____ Wordcraft 1, 2, 3. Complete lessons as directed by instructor.

Date _____	Lesson 1-5	_____
Date _____	Lesson 6-10	_____
Date _____	Lesson 11-15	_____
Date _____	Lesson 16-20	_____
Date _____	Lesson 21-25	_____
Date _____	Lesson 26-30	_____

____ Barnell-Loft, Using the Context (green book) Units 1,2. Write the letter of the missing word for each sentence. Check your work with separate answer key booklet.

Date _____ Level _____ Number Correct ____/40

____ A Skill at a Time, Book 1, Vocabulary in Context, Exercises 1-20. Read pages 7-10 to yourself. Then write a,b,c, or d to answer each question. Check with answer key found on page 64.

Date _____ Number Correct ____/20

A Skill at a Time (9.0 to college)

_____ Getting the Author's Tone, Bk. 4 _____ date
_____ Reading Between the Lines, Bk. 5 _____ date
_____ Getting the Main Point, Bk. 6 _____ date
_____ Recognizing Points of View, Bk. 8 _____ date
_____ Perceiving Author's Intent, Bk. 9 _____ date

*Complete only those books assigned by your instructor. Read the explanation of the skill found in the front of each book. Then do paragraphs 1-15 for each assigned book. Check your work with the answer key found on page 64.

___ Multiple Skill Series (4.0-9.0) Level _____

*Complete as assigned by instructor.

_____ Reader's Digest (6.0) Part 1,2,3,4

*Complete as assigned by instructor.

The Reading Program

_____Book C: Sentence Structure, Lessons 1-9 _____ date

_____Book D: Signals

_____Lessons 1-5 Punctuation _____ date

_____Book E: Relationships

_____Lessons 1-3 Pronouns _____ date
_____Lessons 4-5 Writing _____ date
_____Lessons 6-9 Main Idea _____ date

_____Book F: Essay Structure

_____Lessons 1-5 English 113 - Essays _____ date
_____Lessons 6-7 Study Skills _____ date

*Complete those lessons assigned by your instructor. Check your work with the answer key found in the back of each book.

_____Creative Filmstrips

*List the filmstrips you choose to view and the date seen.

_____ _____ date
_____ _____ date
_____ _____ date
_____ _____ date
_____ _____ date
_____ _____ date

_____ Controlled Reader Level _____

*Complete as assigned by your instructor.

(OVER)

LEARNING CENTER
Attendance Record
English 104

QUARTER _____ _____ NAME _____

LAB REQUIREMENT IS A TOTAL OF THREE HOURS WEEKLY.
Please make sure the date and time of each visit to the Center is entered.

Week	Date	Time In	Time Out	Length Of Visit	Initial	Week	Date	Time In	Time Out	Length Of Visit	Initial
1						9					
2											
						Extra					
3						Hours					
4											
5											
6											
7											
8											

HANDLING MICROCOMPUTER DISKETTES

Proper handling of diskettes (disks) is an important task for any microcomputer user. To avoid disk damage problems, here are a few rules to follow:

1. Always store the disk in its protective envelope.
2. Always hold the disk with your right thumb and index finger on the corner with the label.
3. Always store your disk in a non-electrostatic or non-electromagnetic environment between 50 F and 125 F.
4. Never touch the exposed disk surface with your fingers.
5. Never flex a disk.
6. Never place your disk on top of a drive or a monitor (television set).
7. Never force your disk into a drive.
8. Never drop food or spill a liquid on a disk.
9. Never write on a disk with a ball point pen or a pencil.

In addition to the above rules, data on a disk can be damaged or lost with the lack of care. To avoid damaged data problems, here are a few basic rules to follow:

1. Always use high quality, double density disks.
2. Always make backup copies of your files.
3. Always check your power connections and cables before turning your equipment on.
4. Always use a power regulator when using a hard disk.
5. Never remove a disk from a drive without returning to the main menu first.
6. Never place your monitor (television set) on your disk drives.

Word Processing with PFS: WRITE on the Apple IIe

I. Getting Started

1. Insert the PFS: WRITE program diskette in drive 1, close the door.
2. Insert the storage or file diskette in drive 2, close the door.
3. Turn on the monitor and the computer.
4. Select the appropriate option from the menu by typing the number followed by a CONTROL - C.

II. To Type A Letter Or Paper (Type/Edit)

1. Type 1 followed by CONTROL - C to select the Type/Edit option from the menu.
2. Type in your document; press RETURN to end one paragraph and start a new one. See attached sheet for some editing procedures. When finished, store what you have on the file or storage diskette for future use. Press ESC key to return to the menu.

III. To Store File On The Diskette

1. From the menu, type 4 and CONTROL - C to select the Get/Save/ Remove option.
2. A secondary menu is displayed.
3. Type 2 (for Save) and press the TAB key.
4. Type in a name for the file - you may use up to 15 characters; the name can include letters, numbers or periods. The first character must be a letter.
5. Press CONTROL - C .

IV. To Print A File

1. The printer must be turned on, ONLINE, and the black box switch set to the same letter as on your computer.
2. From the main menu, type 3 and CONTROL - C to select the Print Option.
3. Press CONTROL - C to accept the default settings displayed on the Print Options screen.
4. Press CONTROL - C to indicate that the printer is ready.

V. Power Down

With the main menu on the screen, turn off the computer and the monitor. Remove diskettes and put them in envelopes.

PFS:WRITE Quick Reference Guide

Cursor Movement

Keystroke	Moves the Cursor
← ↓ ↑ →	one space in the direction shown by the arrow
⌘ ←	to the next word
⌘ ←	to the previous word
◆ ←	to the end of the line
◆ ←	to the beginning of the line
RETURN	to the beginning of the next line
TAB	to the next tab stop
⇧ TAB	to the previous tab stop
CTRL N	to the next screenful of text
CTRL P	to the previous screenful of text
CTRL G then B	to the beginning of the document
CTRL G then E	to the end of the document

Special Function Keys

Keystroke	Function
CTRL C	WRITE continues with the specified function
⌘ H	WRITE displays the Help screen
ESC	WRITE displays the Main Menu

Editing Options

Keystroke	Function	How to Use It
CTRL A	append	CTRL A, then specify document name, then press CTRL C
CTRL B	boldface	CTRL B to boldface each letter, retype to remove boldfacing
CTRL D	duplicate	label a block (see CTRL L below), then CTRL D to put copy in block buffer, move cursor to new location, CTRL D again to duplicate at new location
CTRL E	erase line	CTRL E to remove each line
CTRL F	format	CTRL F, then L, R, or C
CTRL Y	insert	CTRL Y, then insert text. CTRL Y again to leave insert mode
CTRL L	label block	CTRL L, then move cursor. CTRL L again to unlabel
CTRL R	remove character	CTRL R to remove each character or a labeled block
CTRL S	search	move cursor to beginning of document, press CTRL S, type Search Phrase, press CTRL C
	search and replace	move cursor to beginning of document, press CTRL S, type Search Phrase and Replacement Phrase, specify Manual or Automatic, then press CTRL C
	count	move cursor to beginning of document, press CTRL S, type a word or . . in Search For item, specify Automatic, then press CTRL C
CTRL T	set tabs	CTRL T, then T or D where you want tab. Space over T or D to remove. CTRL C to continue
CTRL _	underline	hold CTRL, press SHIFT and _ (underline) to underline each letter. Retype to remove underlining
CTRL W	erase word	CTRL W to erase each word

Define Page Options

Left/Right Margin	enter the column number for these margins
Top/Bottom Margin	enter the number of lines for these margins
Page length	enter the number of lines from the top edge of your paper to the bottom edge 66 for standard 8-1/2 x 11 inch paper 102 for legal size (11 x 17 inch paper) 0 for one continuous page (no page breaks)
Heading	enter up to two lines of text to appear at the top of each page
Footing	enter up to two lines of text to appear at the bottom of each page. For automatic page numbering, enter the starting page number in the footing.

PRINT Options

From/To Page	enter the first and last page of a range of pages
Pause Between Pages	Y to pause after each page to insert a new sheet of paper
Single/Double/Envelope	enter S to print single-spaced D to print double-spaced E to print the address
Indent	enter the number of spaces to shift the printing to the right on the paper
Include PFS Graph	enter Y to print a chart created by PFS:GRAPH as part of the document
PFS File Name	enter the name of the PFS file from which to read data

English 104

Paper Assignments

1. Tell about a memorable holiday.

2. Tell about something you did for someone--something that was greatly appreciated.

3. Observations, early morning.

4. Description of a busy place.

5. Process paper: directions for making or doing something.

6. If you could be someone other than yourself for a day, who would it be, and why?

7. Explain what it's like to be in a particular role. Some possibilities -- a twin, youngest child in a family, a gas-station attendant, a waitress, a non-American in an American school, a coal miner -- whatever fits your situation.

8. Reasons a college education may assure you of a better life (why or why not). In-class final.

English 104

Assignment: Paper #2

Tell about something you did for someone, or something you made for someone, that was greatly appreciated.

Pre-Writing of Paper

Ask yourself questions about the material, rearranging the answers for greatest effectiveness.

Bring to class Monday:

1. 2 or 3 words, stating the subject of your paper.
2. State the main point you will make.
3. What are the main sub-points you will use to support your subject (no fewer than three).

(This is to be done before writing a finished paper.)

A SCRAMBLED VERSION OF A PARAGRAPH BY FRANKLYN M.BRANLEY

See if you can arrange sentences as they were originally written.

A. Where the weather is cold, rabbits must not lose much body heat.

B. The more body surface an animal has, the more heat it loses.

C. Their ears are large.

D. Rabbit ears, no matter how large or small, are used for hearing.

E. And so, their ears are small.

F. Where the weather is warm, rabbits can lose a lot of heat safely.

G. But, in addition, they regulate body temperature.

A PARAGRAPH BY FRANKLYN M. BRANLEY

Rabbit ears, no matter how large or small, are used for hearing. But,in addition, they regulate body temperature. The more body surface an animal has, the more heat it loses. Where the weather is warm, rabbits can lose a lot of heat safely. Their ears are large. Where the weather is cold, rabbits must not lose much body heat. And so, their ears are small.

Order of sentences as originally written: D,G,B,F,C,A,E

COMBINE MATERIAL IN EACH GROUP OF SIMPLE SENTENCES INTO ONE SENTENCE. IT MAY BE ANY TYPE OF SENTENCE YOU CHOOSE. AFTER YOU HAVE THIS, COMBINE YOUR SENTENCES (WITH ANY NEEDED TRANSITION) INTO A PARAGRAPH. ADD A TOPIC SENTENCE AND CONCLUDING SENTENCE IF NECESSARY.

My grandfather worked hard.
He grew up on a farm.
He worked on the farm.

Grandfather worked long hours.
Grandfather worked in the fields.
Grandfather was still a child.

He helped grow wheat.
He helped grow corn.
He helped raise a vegetable garden.
He helped take care of the farm animals.
He did not get paid.

He went to school.
It was a country school.
The school had one teacher.
The teacher taught seven grades.

Later my grandfather took a part-time job.
The job was at a general store.
My grandfather was sixteen years old.
He put items on shelves.
He washed windows.
He swept floors.

The owner was gone at lulnchtime.
He went home to eat.
The owner did not close the store at lunchtime.
My grandfather waited on customers.

One day the owner retired.
He spoke to my grandfather.
He made a proposition.
He proposed that my grandfather manage the store.

My grandfather managed the store well.
My grandfather worked hard.
My grandfather had many customers.
My grandfather saved his money.
My grandfather bought the store.

He continued to work hard.
He continued to save his money. .
Today grandfather own six stores.

English 104, Sections 341 and 342

Winter Quarter

Deutsch

Final Writing Assignment (in class)

Since you've made a decision to attend college, I'm assuming you feel that a college education assures a person of a better life. Write your paper in support of, or against, this assumption.

You may use a dictionary if needed.

Thanks for agreeing to read these papers. Will you please use the following evaluation scale: (S) superior, (A) average, (P) poor with an added minus as needed (six categories).

Course outline listing paper grading criteria and final in-class writing assignment are attached.

Paper #	Evaluation
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	

Table 1

MEANS AND STANDARD DEVIATIONS OF ATTITUDINAL VARIABLES BY ASSESSMENT BY GROUP

		Group A		Group B		
		Mean	Standard Deviation	Mean	Standard Deviation	t
Perception of Writing Effectiveness	Pre	3.11	0.60	2.83	0.98	0.68
	Post	3.67	1.00	3.17	0.41	1.15
Importance of Writing	Pre	3.10	1.10	3.17	1.60	0.10
	Post	3.30	1.42	3.67	1.37	0.51
Like-Dislike	Pre	3.09	1.04	3.17	1.33	0.13
	Post	3.64	0.92	3.50	0.84	0.30
Interesting-Uninteresting	Pre	3.64	0.67	3.33	1.21	0.67
	Post	3.45	0.93	3.33	0.82	0.27
Challenging-Unchallenging	Pre	3.73	0.79	3.50	1.05	0.51
	Post	3.82	0.87	4.50	0.84	1.56
Exciting- Dull	Pre	2.82	0.75	3.00	1.41	0.35
	Post	3.00	0.89	3.17	0.75	0.39
Valuable-Worthless	Pre	3.60	0.97	4.33	1.21	1.34
	Post	3.50	0.71	4.00	0.63	1.42
Pleasant-Unpleasant	Pre	2.91	1.14	3.00	0.63	0.18
	Post	3.09	1.04	3.33	0.52	0.53
Satisfying-Frustrating	Pre	2.82	1.08	3.67	1.21	1.49
	Post	2.82	1.08	2.83	1.47	0.02

Table 1
continued

		Group A		Group B		
		Mean	Standard Deviation	Mean	Standard Deviation	t
Relaxing-Agitating	Pre	2.45	0.93	2.67	1.21	0.40
	Post	2.55	1.29	2.33	0.82	0.36
Causing Pride-Causing Embarassment	Pre	3.18	0.75	4.00	0.89	2.01
	Post	3.45	0.93	3.50	0.55	0.11
Easy-Difficult	Pre	2.55	1.37	2.50	0.84	0.07
	Post	2.55	1.37	2.50	1.05	0.07

1 = least favorable attitude

5 = most favorable attitude

Table 2

AVERAGE ABSENCE RATE PER STUDENT FOR THE QUARTER BY GROUP

Group A	Group B
4.4 days	2.2 days

$N_A = 11$

$N_B = 6$

Table 3

AVERAGE LAB ATTENDANCE HOURS FOR THE QUARTER BY GROUP

(Twenty-two was the required number of hours)

Group A	Group B
20.6	22.9

Table 4

MEANS AND STANDARD DEVIATIONS
OF
ENGLISH USAGE SCORES BY GROUP BY TEST

	Pretest		Posttest		
	Mean	Standard Deviation	Mean	Standard Deviation	t
Group A	74.82	9.61	80.27	12.96	2.34 *
Group B	72.00	5.51	85.17	6.21	7.25 ***

N_A = 11

N_B = 6

* $p < .05$
** $p < .01$
*** $p < .001$

Table 5

MEANS AND STANDARD DEVIATIONS
OF
FINAL WRITING SCORES BY GROUP

Group A		Group B		
Mean	Standard Deviation	Mean	Standard Deviation	t
4.00	1.39	3.25	0.88	1.17

$N_A = 10$

$N_B = 6$

Final writing scores were based on a scale from 1 to 6, with 6 being the highest.

One severely handicapped student was unable to do the in-class writing.

Table 6

AVERAGE WEEKLY PAPER GRADE BY GROUP

Group A	Group B
87.8	88.1

Table 7

WEEKLY PAPERS

AVERAGE NUMBER OF WORDS PER PAPER BY GROUP

Group A	Group B
251	273

Table 8

PERCENTAGE OF STUDENTS HANDING ROUGH DRAFTS
AND/OR
PRE-WRITING WITH WEEKLY PAPER, BY GROUP

Group A	Group B
96.9%	91.9%

Table 9

MEANS AND STANDARD DEVIATIONS OF EXTENDED SCALE READING VOCABULARY SCORES BY GROUP BY TEST

	Pretest		Posttest		
	Mean	Standard Deviation	Mean	Standard Deviation	t
Group A	634.10	61.88	639.90	75.77	0.67
Group B	631.83	52.10	670.00	59.10	1.58

$N_A = 10$

$N_B = 6$

(One student failed to take the reading post-test)

Table 10

MEANS AND STANDARD DEVIATIONS OF EXTENDED SCALE READING COMPREHENSION SCORES BY GROUP BY TEST

	Pretest		Posttest		
	Mean	Standard Deviation	Mean	Standard Deviation	t
Group A	609.20	45.02	641.50	71.60	1.68
Group B	619.00	78.28	662.00	69.08	2.38

$N_A = 10$

$N_B = 6$

(One student failed to take the reading post-test)

REFERENCES

Collins, James L. and Elizabeth A. Sommers. Eds. Writing On Line: Using Computers in the Teaching of Writing. Upper Montclair: Boynton, 1985.

Dauite, Colette. "The Computer as Stylus and Audience." College Composition and Communication. 35 (1984): 134-145.

Degnan, Sarah. "Word Processing for the Special Education Students: Worth the Effort." T.H.E. Journal. Feb. 1985: 81.

Morgan, Charles. "Word Processing and the Teaching of Writing." English Journal. March 1983: 115.

Rubin, Dorothy. Gaining Sentence Power. N.Y.: Macmillan Publishing Co., Inc. 1981.

Shaughnessy, Mina P. Errors and Expectations: A Guide for the Teacher of Basic Writing. N.Y.: Oxford UP, 1977.

Strong, William. Sentence Combining: A Composing Book. N.Y.: Random House, 1973.

Strong, William. Sentence Combining and Paragraph Linking. N.Y.: Random House, 1979.

Wresch, William, ed. The Computer in Composition Instruction: A Writer's Tool. Urbana, NCTE, 1984.

ERIC Clearinghouse for Junior Colleges JUL 29 1988